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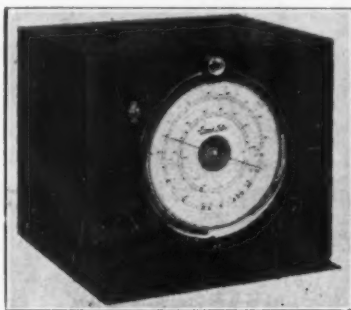
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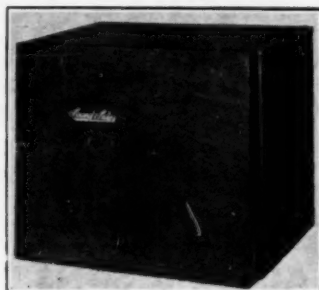


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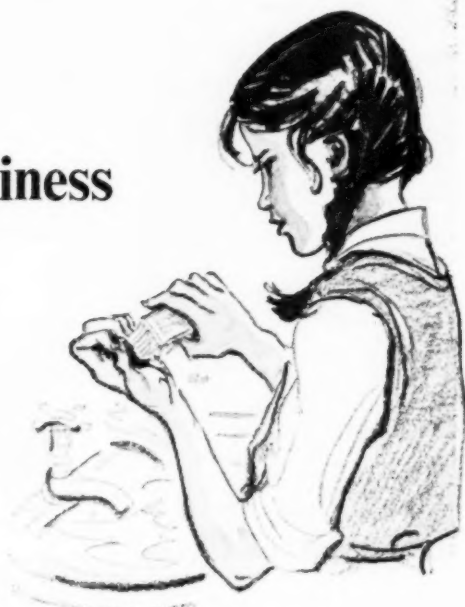
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The Crafts and Personal Growth

An address by MR. E. W. WOODHEAD, M.A., County Education Officer for Kent, at the College of Handicraft Convocation at Folkestone, last month.

The crafts now form a substantial part of the curriculum of most English schools. They are regarded as essential to a well-balanced course of secondary education. This is, when viewed historically, a comparatively recent development and one which has occurred in response to new demands in respect both to individual needs and the requirements of the community. It is perhaps difficult for most of us to understand just how revolutionary this development is, or how horrified the 'educated' man of past centuries would have been to train his hands to the use of any tools but the pen and the sword. There was a word—seldom used nowadays—which summed up the contempt of the 'gentleman' for the 'mechanic,' the word *banausic*, which comes straight from the Greek and which carried down its contemptuous flavour unchanged from the days of Pericles to those of Gladstone—for *banausic*, which carried the flavour of 'illiberal, vulgar, mean,' meant literally 'something to do with forging and smithing.' It is this relationship of the crafts to the general purposes of education which this paper is intended to review, in the belief that it is wise periodically to consider how certain aspects of the curriculum have developed and what is their present function, and probable development. It behoves anyone considering the broadening curriculum with its wide range of interests and choices to ask why certain subjects are taught and what is their contribution to personal growth and community needs. It is also desirable to avoid considering these developments in isolation or as sacrosanct. Otherwise they may come to be accepted apart from the purpose which they should serve and be unduly formalized, as established subjects of the curriculum tend to be.

In any universal provision of education, the first objective is usually literary, instruction in reading, writing and arithmetic. Yet, at the same time, there is a recognition that children will become part of the adult world and heirs of its traditions and problems. In Christian countries it is also realized that children are ends in themselves and should be developed as persons. Gradually, in England, the schools have responded to the demands of the community and to educational theories and have added a wide range of subjects to the original meagre fare afforded to children. The revolt against the narrowness of a merely 'literary' education goes back a long way. It was simmering in the eighteenth century, and the industrial revolution stimulated it. Never has the dominant educational system (at that time, of course, the Classical system, functioning in the public schools) been so scathingly attacked as in the early years of the nineteenth century, e.g., by Sydney Smith, Blake, Hazlett. The revolt was felt not only in the evolution of the new state educational system, but in the very heart of the old tradition:

It was Sanderson of Oundle who first really integrated the *banausic* crafts into the central tradition of a liberal education. Even before the Hadow Report practical subjects had come to be regarded as necessary and were provided for in the Education Act of 1918. From 1926 onwards an effort has been made to extend opportunity for education in the crafts to all children.

At first such instruction was provided in centres separate from the schools but, with re-organization and the new conception of secondary education, this separateness came to be realized as unwise and the Spens Report recognized the crafts as an integral part of secondary education in the same way as other subjects. There is, however, within the new secondary school an occasional indication that this process is incomplete and that the crafts have not been fully related to the purpose of secondary education.

Meantime, in the primary school, great strides have been made in reviewing the curriculum in terms of activity and experience. The crafts in the primary school are no longer an elementary sideline. They provide opportunities for aiding the mental and emotional development of the child and help to equip him for the work of the secondary stage. They are not only subjects, but methods.

Bearing in mind these general observations, I propose now to consider the justification for craft teaching in respect to personal growth and community living.

Personal Needs

The present-day conception of the educated man comprises aspects not included in the quadrivium and trivium of mediaeval studies or in the classical education of the centuries since the Renaissance. Indeed, the all-round development of certain geniuses of the Renaissance, such as Leonardo da Vinci, gives more nearly our modern conception of the educated person. At the highest level this impression must be modified by a recognition of the danger to-day of undue specialization. Yet it is true that we should like to see our pupils, according to their ability, developing both mind and body, receptive to poetry, aware that each of us should have a philosophy of life, and also some sense of "joy in the making."

We are coming to regard a person who has not developed skill with his hands as in some measure maladjusted and incomplete. Dexterity and aesthetic appreciation have been added to our idea of the educated person. The crafts are an aspect of life and, therefore, of culture, and of education. They afford a corrective to an undue emphasis upon political and economic aspects of life.

It is now being increasingly realized that crafts—including especially the more creative and imaginative ones—have a

therapeutic function. This has long been realized in the sphere of occupational therapy, but there is a fundamental difference between the idea that a craft is good for you because it keeps your hands busy and your mind occupied, and the far more important idea that there may be an actual *healing* process, affecting the whole body-mind complex in its profounder depths, in the practice of manual aesthetic skills.

These developments of the person alone justify the place of the crafts in school. Moral growth, a sense of something in which one may do one's best yet never reach the highest standards, a feeling of belonging to a long tradition, the sharpening of observation, a satisfaction when work has been well done; these are aspects of personal growth which are related to the purpose of the school as a whole. The crafts afford different means to the same ends as other aspects of school life. They develop a sense of delight which enables drudgery to be endured (as the hours at which craft teachers work at our Summer School will testify) and they help even those children whose main interest may lay elsewhere to realize that a vocation is a calling, the making of a contribution.

Community Aspects

By their development of the person the crafts serve the community in many ways. Craftsmen have achieved a new place in society and without their skill, industry in this country could not function. There is no need in these days to emphasize the need for production or the importance of craft teachers in relation to it. Almost every development in industry and communications depends upon the basic craftwork of the schools for its execution.

Increased specialization makes the efficiency of this basic training more important than ever, partly to ensure a sound foundation, partly to enable wise vocational choices to be made.

The question of choice is particularly important to the community, and craft teachers can do much to ensure that the problem of incentives in a Welfare State is modified in some degree by children specializing in work in which they have an interest. Just as an historical sense may sometimes be developed through the crafts so a feeling that the country needs the best that each individual can give can be created by craft teachers. Some may also come to see their contribution as being to the greater glory of God.

By no means a minor result of craftwork in schools is the improvement of home life; for the work of the home is in effect a number of crafts. The appreciation of good craftsmanship, if there was not such a flood of inferior goods on the market, would have great influence on the quality of purchases for the home. Even with this competition there is an improvement of standards. The ever-pressing need to reduce costs is inimical to good craftsmanship; only occasionally does it stimulate creative designers to something worthwhile.

We are moving towards a society in which the distinction between rulers and governed is less clear and one which is realizing itself to be a number of human persons working together. Therefore, the education of all should include acquaintance with the crafts which can improve environment, offset uncongenial employment, enable us to value the contribution of others in the community and foster those traits of character so much needed in the world to-day. In Utopia every man knew a craft. This would not be a bad thing to-day in a generation whose task is to sort out the best in our tradition and adapt it to new situations and new ways of life.

Continuity in School Crafts

These personal and community aspects of the crafts, which justify their development as part of education, present a number of problems for schools. One of the most difficult of these is the securing of continuity and another is the maintenance of standards while affording variety and choice. It has been said that it is the duty of the teacher to see the child "continuously and as a whole." Although it is not universally true that craftwork may be pursued from the infant school to adult life without a break and without regression, it is increasingly so.

In nursery and infant schools hammer, saw and needle arouse interest and have great educational value. In junior schools, such crafts as pottery, weaving, bookcraft, encourage good taste, foster creative endeavour and inculcate a sense of accuracy as well as influencing the less practical subjects. In the past art work in the primary school has been too flat; the crafts are providing a corrective. Even yet the work is often not as adequately thought out as in other subjects so that each child may make continuous progress.

The problem in the secondary modern school resolves itself into questions as to the proportion of time to be given to the crafts, the need for variety and the amount of vocational emphasis desirable. The time allocated will vary with the age, ability and interest of the child, but will be substantial for all. The Spens Report suggested that the crafts constituted one of the four essential parts of the secondary curriculum and argued that "a larger place than hitherto must be found for those activities which we believe opinion would generally agree to call creative." The question of variety is more difficult, involving the interests of the teacher and the availability of accommodation and equipment. On the whole it seems to be more easily provided in girls' schools. It is very desirable, as choice on a basis of interest wins co-operation. If, however, variety is not possible, woodwork has much to commend it as making the

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most general appeal and providing the most valuable basic training.

We have been unduly fearful of a vocational interest in the secondary school; in some spheres, such as commerce, with some justification. This fear should not apply to the crafts and particularly for those children staying at school beyond the compulsory leaving age. I believe the Spens Report to be very sound on this point—"The conception we have set forth by no means excludes what is called vocational education, provided that certain conditions are satisfied. There are a number of occupations—those of the engineer, the cabinet-maker, the builder, the farmer are instances—which meet no trivial or transient needs. They have long filled an essential place in the life of civilized peoples, have a characteristic ethical tradition, have nursed fine characters and given scope to originating minds and great practical powers. They cannot be worthily carried on without scientific knowledge or trained artistic sensibility. To school a boy in any of these ancient occupations is to ensure (if it suits his ingenuity) that he will throw himself into his work with spirit, and derive from it a definite organization of mind and character. There are, in fact, minds whose energies are released only by studies which have the directly envisaged goal of a vocational training. In such cases the vocational education is in the fullest sense also liberal."

It should be possible for boys and girls to work at the crafts in which they have an interest in the grammar schools. Many schools still "give up" the crafts in the later stages of the school career on the basis of mental ability being the determinant. Clearly, this is wrong. Even for children for whom the demand for professional qualifications is pressing, there is a strong case for hobbies, groups, talks and visits with a craft emphasis. The segregation of grammar school pupils necessitates, apart from the need to give them balanced personal satisfactions, that they should respect the work of others.

The secondary technical school has not developed so rapidly as was expected. Its relationships to other forms of secondary school, to technical colleges and to industry are not yet fully established. Yet this type of school has achieved much success in showing that general vocational basic education is not incompatible with other educational objectives. In Kent, we feel that the technical schools for girls have also been successful, the secret being the high craft skill of the teachers.

Throughout the secondary schools the crafts are now established, serving with varying emphasis the needs of the individual and the community. Later stages in technical and art colleges, in apprenticeship and in the work of such voluntary bodies as the women's institutes carry forward the two strands of vocational and recreational activities. They also reveal that the words technical, art and craft are incapable of completely separate definition.

Accommodation and Equipment

Changes in curriculum are reflected, some think too slowly and inadequately, in school buildings and equipment. The development in craft work has certainly almost revolutionized school accommodation. The limiting factors are always space and storage facilities and the great number of primary schools so limited has a serious effect upon the whole of this work. In the new secondary schools in this county, there have been great improvements in craftrooms and workshops and much consideration has been given to lay-out and equipment.

In spite of shortages and of the need for improvisation, the craft teachers wherever I have known them have taken educational advantage of these new opportunities. By their aid some of the aims of craft teaching of which I have spoken may be realized.

There are enemies of the arts who, in the name of economy, attack those aspects of the school environment which help

the appreciation of good craftsmanship, such as sculpture, stage curtains, pottery, pleasant lighting, varied finishings in wood, metal, glass or plastics. Without these the link between the improved accommodation for craftwork and the life of the school is incomplete.

Method and Organization

Craft teachers, especially where their interest has been in personal growth and the needs of the community, have had considerable influence on the organization and in methods in schools. Nor is this influence likely to be exhausted if they continue on these lines.

They have shown, particularly in the modern secondary school, the value of reclassifying children within an age group. They have helped to develop sets or divisions so that children can work at an appropriate pace or according to their particular interest. Organization, if truly in the interests of children and properly related to their age, ability and aptitude, is something more subtle than is usually thought. Even with our present problems of large classes with a resultant tendency to mass methods of instruction, many schools are achieving a good deal in this sphere.

In subjects where the interest is practical, but the purpose predominantly educational, it has been possible to test almost every educational theory and method. I do not need to remind you of the success and failure of the application of these to craft teaching. Apart from the need to relate the work to ability and interest, it seems to me that much of the method desirable is related to habit. Bacon said—"Since custom is the principal magistrate of man's life, let men by all means endeavour to obtain good customs. Certainly custom is most perfect when it begins in young years. This we call education; which is in effect but an early custom." The comment of Sir Percy Nunn is relevant

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to this matter—"Mastery of one's material is a prime condition of aesthetic self-expression; no solid progress in the constructive arts is possible without the constant repetition of familiar processes. The only qualification this statement needs is that technical exercises should never be merely a grammatical drill isolated from creative work." This is a nice problem for teachers and yet rewarding for all concerned if the pupil eventually realizes the relationship between persistent practice and success. Another most important factor is the real craft skill of the teacher so that the pupil can—

Watch the master work and catch

Hints of the proper craft, tricks of the tool's true play. By repetition made as interesting as possible, by imitation, by the correction of errors which are more obvious in the crafts than in other subjects, by the study of good examples displayed in the school or in school visits, standards are established and progress is made. Delight is fostered by various devices such as hobby periods, co-operation and a sense of community are developed by undertaking work for the school, the hall, stage, dining room, garden.

This does not mean that the teacher of craft should be the odd job man for the other members of the staff. The work undertaken must have a similar educational justification as in other subjects. The making of a contribution to the purposes of the school as a whole can be done without an undue correlation with other subjects, though it is good to see teachers of history, geography or science discovering the need for them and their pupils to make things. Co-operation with art teachers is often desirable when craft teachers feel themselves inadequate.

Design is really the most critically debated issue in handicraft at the moment. Good design is of vital importance at all levels—from the need to ensure the success of the export drive to the saving of one's soul!

The intricate problem of the relationship between design and craftsmanship affects all crafts—it is a hotly contested issue in printing, cabinet-making, and almost any other craft. It is not every skilled craftsman who can claim to be a good designer—one has only to consider the often superbly skilful horrors of Victorian furniture and *objets d'art* to realize that! No greater or more difficult problem faces teachers of handicraft at this moment than this question of how to strive for good design, how to encourage its promotion as an essential part of the curriculum, and how to "put it over."

Appreciation

It is a fair criticism that aesthetic appreciation has been neglected in English schools. The technique of this teaching is very difficult and depends in all the arts upon the enthusiasm of the teacher. "One loving heart sets another on fire." The exhibition of work of good quality, visits to places where good craftsmanship is to be found, criticism of one's own efforts, the history of the crafts are all parts of this technique. There is also much to be said for the view of Dover Wilson (in another context): "To be capable of journeyman's work is to be on the right way to appreciate the craft of a master." Certain it is that appreciation of good craftsmanship helps one's personal growth. It could also help the export trade if enough of our best craftsmanship could find its way into the home market to develop public taste, at present endangered by the inferior and the tawdry.

Quality of the Teacher

It is clear that if we are to relate the crafts to the rest of the work of our schools, much depends upon the quality and outlook of craft teachers. In most schools they are no longer segregated. They share the same common room, they are part of the staff and full members of the school community. They are making an equal contribution with other teachers with but little survival of the idea of the superiority of the so-called academic to the practical, the scholastic to the vocational.

Yet there are still teachers of crafts who have not fully realized this situation, people whose craft is good, but whose speech, breadth of knowledge, personal style, prevent their happy assimilation into school staffs. We want educated persons as teachers of the crafts as of other subjects.

Craftsmen turned teachers and teachers who have become skilled craftsmen each have their contribution to make. The synthesis is difficult but essential in this work. The need is for educated persons who are also thoroughly skilled in their craft. If such a person becomes head of a school, it will flourish and produce the personal growth and the sense of community I have indicated as the purpose of the crafts and of all educational effort.

Your work as craft teachers is most clearly related to that of the artist but, because you are teachers, your contribution will be greater if related also to the sage and the saint. So will your work be related to that of the school as a whole for, though you are teachers of crafts, you are primarily persons influencing by your conduct, your standards, your attitudes, other persons whose growth is partly dependent upon you.

Central Film Library to Impose Hire Charges

Following the Government's decision that the Central Film Library should endeavour to operate on a self-supporting basis, a hire system will replace the old system of free loans as from the beginning of June.

Details of the new scheme are now being issued to about 13,000 borrower-organizations throughout the country.

The Central Film Library, which is operated by the Central Office of Information on behalf of Government Departments, contains some 20,000 prints of about 1,000 titles, and in the past year made approximately 150,000 issues to a wide variety of organizations including schools, universities, hospitals, factories, local authorities, film societies, and adult education groups of all kinds.

The library stock consists of authoritative documentaries and "shorts" dealing with such subjects as the Commonwealth and Colonies, Education, Government and Citizenship, Health, Labour and Industry, Road Safety, Civil Defence, Ships and the Sea, Town Planning, Agriculture, Vocational Guidance, and many others. In addition there are certain technical films, e.g., films demonstrating surgical techniques, which are restricted to specialist audiences such as hospital staffs.

The hire charges are based on a rate of 5s. per reel for the first day's hire of a 16 mm. sound black-and-white film (with a further charge of 1s. per reel for each additional day). The rates vary in the case of silent, colour, or 35 mm. films.

Films, of which full copyright is held by the Central Office of Information, may also be purchased for private use in the United Kingdom, at rates varying from £8 10s. 0d. per 16 mm. black-and-white reel to £35 per 35 mm. colour reel.

The film library of the South-West Region has now been closed but the Scottish Central Film Library, 16-17, Woodside Terrace, Glasgow, C.3, and the Central Film Library of Wales, 8, Cathedral Road, Cardiff, will continue to operate the same hire system as the Central Film Library in Government Building, Bromyard Avenue, Acton, London, W.3.

The London Schools Symphony Orchestra will visit Denmark this summer for a fortnight's concert tour. This visit follows the acceptance by the L.C.C. of an invitation from the Verdens Venskabs Forbundet, the Danish association of World Friends. About 120 members of the orchestra will take part in the tour, which is to constitute part of the orchestra's summer vacation course under Dr. Leslie Russell, the Council's Senior Inspector of Music.



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Education in Manchester

The Chairman's Annual Statement submitted to the Manchester Education Committee at its last meeting states that the most important event during the year has been the launching of schemes under which some 2,113 children now attending unorganized schools, containing children from five to fifteen, will be given a secondary education from the age of eleven. New building for such reorganizations has not been permitted by the Government since the war and reorganization has accordingly to take the form of redistributing children among existing school buildings. The new secondary schools thus created, though far from ideal, will provide schools in which the special needs of children over eleven years of age can be more effectively met by specialist staff, accommodation and curriculum. At the same time, the removal of the older children to separate schools brings advantages to the younger children under eleven years of age regrouped in what are now primary schools. And while such schemes are being carried out in the older parts of the City, in the newly-developed areas the most notable event has been the opening of a number of new schools.

The most difficult problem during the year, says the report, has been the growing number of children of school age, all of whom have been found places in schools. This, however, has not been achieved without increasing the number of large classes. At the end of the year there were a total of 2,985 classes, 922 with between forty and fifty, and 111 with over fifty children. These large classes have placed an additional strain upon the teachers as well as reducing the effectiveness of what the teachers can do for the children themselves. It has also been necessary to restrict the admission of children under five years of age. The school population, exclusive of children under five

years old, in 1952/53 is expected to reach 105,437, an increase of 18,420 over 1946. This increase is, of course, first felt in the infant schools, where it has been necessary to increase the number of infant school places by some 6,000.

Present tendencies in education and plans for improved educational facilities for the children have been discussed at Parents' Meetings and at meetings of parent-teacher associations in various parts of the City and there is evident increasing interest and anxiety on the part of the parents in the work and nature of the schools.

In a very detailed review of the various departments reference is made to the special schools which are reported to have benefited greatly from stability of staffing and from the enthusiasm of the teachers who have given willingly of their time and efforts for the handicapped children. The home-teaching arrangements for children unable to attend school, have also given much encouragement and happiness to children and parents and an extension of this worth-while work is hoped for.

A considerable expansion is noted in school libraries, and the library is now a central feature of the work in many schools.

Statistics of the school health service show that 29,578 children were medically inspected in school, and a further 116,489 had special examinations either at schools or clinics. The total attendances at school clinics for inspection and treatment was 318,526, an increase of over 39,000 above the previous year. School Dental Surgeons inspected 48,452 children and treated 24,654 during the year.

The report includes a tribute to Manchester teachers for their work, and in a reference to the various courses available for them says that they display a most commendable enthusiasm for their own continued professional education.

CAREERS IN FORESTRY

Entry to Forester Training Schools

Increased opportunities for young men to embark on a career in forestry are offered by the Forestry Commission, who have made amendments to certain conditions governing entry to Forester Training Schools. Free tuition and board and lodging is given during training in these schools and, in addition, certain cash allowances are made.

Hitherto it has been necessary for a candidate to have at least a year's practical experience of work in the woods before qualifying for entry to a school, but in certain cases as little as six months' experience may now qualify a man for admission; the Forestry Commission will help suitable candidates to obtain this.

Variations have also been made in procedure employed in the selection of candidates, involving interview by a selection board shortly after application, to be followed by a simple written examination. These examinations are now to be held at six-monthly intervals, but candidates holding the General Certificate of Education or the equivalent may be exempt.

The Forestry Commission has also introduced procedure whereby boys leaving school may now have places reserved for them in Forester Training Schools, to be taken up when aged nineteen, or after National Service. Full details regarding entry to Forester Training Schools can be obtained from the Chief Education Officer, Forestry Commission, 25, Savile Row, London, W.1.

It is essential that the schools should continue to produce a substantial supply of trained men, for this country's forest programme is extensive. The Forestry Commission has already established well over 600,000 acres of forest, and it is likely that in due course, the total area of Commission woodland will be about five times its present size.

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Teachers in Conference

Important to maintain local interest and responsibility in Administration of Education Service, says Minister of Education

Speaking at the Annual Conference of the National Union of Teachers last month, Miss Florence Horsbrugh, the Minister of Education, said that the difficulties facing the educational world in this and the next few years presented a challenge to its courage and ability. At a time of unprecedented economic strain, when we were faced with the problem of increasing our exports in order to pay for our food and raw materials for our factories, of increasing our provision of new houses so that parents could have a chance of bringing their children up in healthy surroundings, we were tackling a school building programme designed to provide more places for the education of many more children than ever before and of recruiting a sufficient number of the right men and women to teach them.

Miss Horsbrugh said that the greatest blot on the educational service to-day, was the over-large class. Nothing would give her more satisfaction than to improve the staffing ratio. In 1950, there were 37,000 classes of over forty in primary and secondary schools. Last year that figure was 35,000. Unfortunately, facts must be faced and she could not hold out any hope of real improvement for some years yet. It would be folly not to recognize this. Her anxiety was to hold the present position as far as she could, and even to do that the net number of teachers must be increased by 3,000-4,000 each year if classes were not to get bigger. She had had the benefit of the conclusions of the National Advisory Council on the Training and Supply of Teachers and it was a fair conclusion from their deliberations that even on an optimistic view of recruitment we should be unable to maintain the 1950 staffing ratio for some years after 1953.

It was for this reason, said the Minister, that she mentioned in Circular 242 the need to employ adequate staffs in the schools. She would not agree to a reduction in teachers as a means of achieving economies and she looked to the local authorities themselves to see that all the teachers available were employed because she knew that even so there would not be enough to give as good a staffing ratio as she would like to see achieved.

Miss Horsbrugh said that the problem of reduction in the size of classes was primarily one of the number of teachers available, not one of buildings. As many good teachers as possible must be recruited, trained and employed as quickly as possible. Last year all the places in training colleges were filled except 200-300 in women's colleges. We must try and do better this year. Not enough girls stayed on at school until they were seventeen or eighteen, but two-thirds of those who did so and who did not go on to the universities were now going into the teaching profession. These were not enough and so we had to rely on those who entered other employment first and came into teaching afterwards.

An effort must be made to fill the training colleges now with the right sort of students. Recruitment to any profession depended ultimately on the existing members of that profession and she asked teachers to attract new recruits in sufficient numbers to see the job through.

With regard to salaries, the Minister said that it was the Burnham Committee's duty to make salary recommendations to her. The Committee was now considering the position and she must wait for their recommendations. For this reason she could say nothing more about salaries except to assure the Conference of her very real concern with them.

Miss Horsbrugh said that it was important to maintain the local interest and local responsibility for the administration of the education service, which was now the main

public service left to local authorities. She wanted to see diversity in education not mere uniformity and she would regret any system of 100 per cent. control of education by the Central Government. This was why she felt bound to ask local education authorities to review their forecasts of expenditure for 1952-53. She wished to repeat that she did not expect local education authorities to make economies which would damage the essential fabric of the education service. She had made it clear that she would not approve the indiscriminate closure of nursery schools merely as a measure of economy. Each case must be examined on its merits and that applied also to the closure of rural schools. There was a good deal of misapprehension about rural schools and she wished to make it absolutely clear that she intended to see that no closure was allowed which was not really necessary in the interests of the children themselves.

The Minister said she wished that it was possible to build to relieve overcrowding, to replace or improve bad school premises and to enable all-age schools to be re-organized. Her predecessor decided that this was impossible and, unfortunately, under present circumstances she must continue that policy. She sympathized particularly with those who were teaching in bad buildings. It was dreadful to think that 598 of the 1,827 schools which were on the Black List in 1925 were still in use. That was part of her inheritance and before she could erase it she must help authorities to get all the children into schools.

So far only about half the authorities had sent her their revised estimates for this new financial year and it was, therefore, much too soon yet to try and calculate the results of Circular 242. One thing she would look to see safeguarded in all these estimates was the provision of books, essential material and apparatus. Teachers must be given the proper tools for the job. Though we must economize, she wanted all school authorities and teachers to make books of quality and substance available to boys and girls who needed them to match their own powers and their own imagination.

COMMENTS ON SOME OF THE RESOLUTIONS ADOPTED

By A SPECIAL CORRESPONDENT

The first resolution on the order paper was one in the names of two Middlesex teachers, calling upon the Executive to resist to the utmost economies at the expense of the children, and calling "for resistance to plans which seek either to postpone entry into school life at the age of five or to reduce the school-leaving age below the age of fifteen, and instructs the Executive to press for the implementation of the 1944 Act."

This motion follows the theme of the recent N.U.T. propaganda following the issue of Circular 242, and appears to ignore Ministerial statements in refutation of the references in the resolution. To deal with the first part the Minister has been at pains to lay it down that any economies made must not be at the "expense of the child" or its education, and as regards the second part it would be interesting to know where the suggestion arose of highering the age of entry or lowering the leaving age, and what are the "plans" that are to be resisted?—Categorical denials of these suggestions have been made by the Minister and it is difficult to see what advantage is to be gained by such a resolution as this.

In a motion on Salaries, approval was expressed of the action taken to secure a revision in the basic scale, notwithstanding the agreement on salaries which came into



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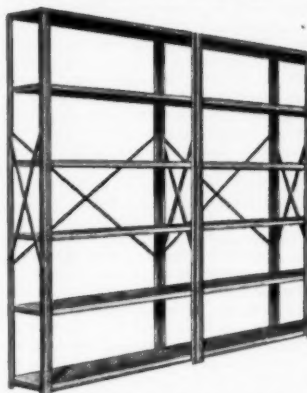


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force only a year ago, fixing the salary scales until March, 1954. This matter was dealt with at some length in the last issue of THE SCHOOL GOVERNMENT CHRONICLE, and it is only necessary to add here that this proposed abrogation of a firm agreement fixing the salary scales for a period of three years is viewed with concern by many local authorities.

No one will disagree with the subject matter of the resolutions passed on educational provision and the full implementation of the 1944 Act, the size of classes and parity of conditions, but is there not a lack of responsibility, or alternatively a refusal to face facts, in passing such resolutions in the present economic state of the country. Millions more are being spent on Education this year than ever before, and surely we should, rather, acknowledge that education has not done too badly in view of the urgent need for economy in Government spending.

An instruction to the Executive to request H.M. Government, in view of the increases in the prices of school equipment, and particularly paper and books, to remit purchase tax on such educational necessities is more practical and will receive the support of everyone interested in education.

Similarly, full support will be given to the resolution calling for an alleviation of the hardships being suffered by many retired teachers due to the heavy increase in the cost of living.

An echo of the Durham closed shop dispute and the Middlesex refusal to appoint a head master because of his political alliances, could be heard in the resolution moved by the Durham delegate, "that Conference, deeply disturbed by the repeated attacks on the freedom of the individual teacher, reaffirms its stand for freedom of conscience and association and freedom from political and religious discrimination, and declares that where the Executive are satisfied after complete examination that the circumstances

provide adequate grounds, the full resources available within the rules of the Union, will be employed to safeguard the freedom of teachers wherever and whenever threatened."

Two other salary resolutions dealt with long-service increments, and allowances over and above scale, and resulted in Conference instructing the Executive to press in the next Burnham negotiations for long-service increments after twenty-five, thirty, and thirty-five years' service, and to examine the whole question of posts of special responsibility. Very few connected with the education service will disagree with the need for this examination.

In two resolutions dealing with the status and recruitment of teachers, Conference expressed its strong opinion that the status of the teaching profession is very largely dependent on the adequate training and high qualifications of its members, and its opposition to the admission to training colleges of persons who do not possess qualifications equivalent to those given in Schedule 11 of the Training of Teachers' Regulations.

In a final resolution on voluntary schools, Conference said it would deplore any disturbance of the religious settlement embodied in the Education Act, 1944, but authorized the Executive to consider any financial adjustment possible within the terms of the settlement.

College of Preceptors

The past month saw the last of the experimental series of Tea-Discussions when Miss Margaret Simpson of the Educational Foundation for Visual Aids presented another programme of new and recent films.

The co-operation between the E.F.V.A. and the College on this monthly feature has been a particularly happy one, and it is generally agreed that it has been a valuable opportunity for teachers to tell the Foundation quite clearly what they think of the films being issued and for the Foundation to state some of the problems facing the producers of educational films. The hope has been expressed that the two organizations concerned will be able to continue this programme during the next autumn and winter sessions.

A New Examination.

The College has for a long time been keeping its policy on examinations under a close review and seldom has a meeting of Council passed without some reference to this question. Three of the four examinations once conducted by the College for children have now disappeared, but in recent months, those members of Council who are engaged in education in independent schools have been voicing the opinion that the independent schools wish to have a new examination, different from anything done by the College before, for children at the end of their fourth year of a course starting at the age of eleven. The matter has been thoroughly investigated by the Examinations Committee and Council has agreed to set up such an examination if there is a sufficient demand.

Vacation Course.

Final arrangements have now been made for the summer vacation course for teachers of children between the ages of five and nine years. The Course will be in the care of Miss B. M. Culham, Lecturer in Education at the Avery Hill Training College. Miss Culham has included in her team of lecturers Miss A. O. Spencer, Lecturer in Art at the Institute of Education, London University; Miss V. Gray, Lecturer in Music at Brighton Training College; and Miss V. Gardiner, Lecturer in Handwork, Avery Hill Training College.

Mr. Chevonix Trench has been appointed Assistant Education Officer to the Kent Education Committee.

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Religious Education in Schools

Successful Christian Education Course at Buxton

The Easter Vacation Course in Religious Instruction arranged by the Christian Education Committee of the Graduates' Fellowship, was this year held in the Derbyshire Conference House, at Buxton, by kind permission of the Derbyshire Director of Education. It was open to all teachers, whether members of the Graduates' Fellowship or not, and was attended by about fifty teachers from infants junior, secondary, modern, and secondary grammar schools.

The avowed aim of the course was "to give practical and constructive help in the teaching of Scripture." It was implicitly assumed that effective Scripture teaching must be based on a solid foundation of Christian doctrine. This was evident from the daily programme, which began with two lectures dealing with the central doctrines of the Christian Faith, in the Old and New Testaments, respectively, on the general subject of "God's Two Covenants with Man." The scope of such a theme would have been more than sufficient to occupy a theological lecturer for several terms; and so it was to the credit of the Rev. F. D. Kidner, M.A., of Oak Hill Theological College, and the Rev. J. G. S. S. Thomson, M.A., B.D., of New College, Edinburgh, that they not only gave such a comprehensive account of their subjects, with no conspicuous omissions, but also gave it in an interesting and intelligible manner.

The subject of the first day was "The Character of God." It was interesting to observe that while the Bible showed a development in the conception of God, there was no contradiction between the Old and New Testaments, but rather a "progressive revelation." "The Nature of Man," the second day's subject, was treated from a purely Biblical point of view, without reference to present-day theories of psychology and parapsychology. Man was viewed as fundamentally an unity, not an embodied spirit or animated body. It was shown that man is a "fallen" creature, in the sense that he is not what God intended him to be, and, moreover, cannot attain to that ideal except by the gracious intervention of God. This led on to "Covenant and Atonement," the latter being summed up in the statement that Christ died for our sins. "Right Conduct" followed on; for "an act of faith is an ethical force." Christian Unity and the Church were also discussed here. Finally, with the title, "The Last Things," the lecturers gave the Biblical doctrine of the Return of Christ, Resurrection and Immortality, and the Final Judgment.

All of this savoured more of the University Lecture Room than of the School Classroom, and intentionally so. It was the basis. A Practical Session each day dealt with the presentation of the doctrine to the child. Here the experience of Mr. H. T. Combe, of Stranmillis Training College, Belfast, and of Mr. E. W. Crabb, Head Master of the Hyde School, London, was very valuable.

A further session each day was devoted to Visual Aids. There was a very varied selection of films, filmstrips, flannelgraphs, photographs, and pictures, received with equally varied sentiments.

Dr. W. J. Martin, M.A., Ph.D., Rankin Lecturer in Semitic Languages at Liverpool University, was present for part of the Course, and gave an enlightening lecture on "The Language of the Old Testament." In a further session he gave many helpful (but some rather evasive) answers to questions put to him on the Bible in general.

All who were present seemed to find the course very profitable.—K.G.H.

In a Parliamentary answer Miss Horsbrugh, Minister of Education, said the number of full-time students in technical colleges in the year 1950-51 (the latest figures available) was 39,800.

General Certificate of Education Examination

The Minister has decided to modify the existing arrangements for the General Certificate of Education examination, with effect from 1953, in order:

- (i) to give the head of a school full discretion to enter pupils who have not attained the age of sixteen on or before 1st September in the year of examination if he certifies that it is educationally desirable for those pupils to take the examination in the particular subjects offered at the time proposed and that they have pursued a course of study with such a degree of competence as to make it very probable that they will pass in the subjects offered;
- (ii) to enable a Distinction endorsement to a pass at the Advanced level to be awarded to candidates whose performance merits it.

In reaching this decision the Minister has accepted the recommendations made by the Secondary School Examinations Council in the report which is attached to this circular. She has asked the Council to consult with the approved examining bodies regarding any measures needed to implement her decision.

Any necessary changes in the Schools Grant Regulations, 1951, will be made in due course.

Wakefield Education Committee have appointed Miss S. Friedmann (London) as Educational Psychologist.

The West Riding Education Committee will hold its thirty-seventh vacation course at Bingley Training College from July 29th to August 8th. It is intended mainly for teachers in junior schools, and will consider the place and value of the arts to children.

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The
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Month by Month

The General Certificate

THE decision of the Minister of Education "to modify the existing arrangements for the General Certificate of Education, with effect from 1953," has been warmly welcomed in the educational world. The age limit remains, but it will be interpreted much less rigidly and as *The Times* stated in a leading article, this is a great gain. All the most important organs of the press expressed similar approval, both of this relaxation and of the restoration of the "distinction" mark for candidates of exceptional merit at the advanced level. The changes were described by the Minister herself as "eminently sensible." According to the *Church Times*, the new decision "reverses one of the silliest Socialist regulations ever made," and is "a return to educational sanity." Dr. W. P. Alexander suggests that the Ministry of Education should issue an explanatory memorandum on the Second Report of the Secondary Schools Examinations Council. Such a memorandum might explain the nature of the changes proposed in 1947, and of the modifications which have now been made. We agree that the Second Report itself could usefully be amplified. It is a fair inference from that brief report that the General Certificate is "quite different in its nature and its purpose from the old School Certificate." It is not, in fact, to be regarded as a School Leaving Certificate for pupils who may wish to leave grammar schools at 17 to 18 years of age. As *The Times* rightly stated:

"The Council have not gone back on their new conception of the examination. It should no longer be regarded as the school leaving hurdle for every child." Presumably, this means "for every grammar school child." Employers are urged to realize that "the school itself can provide the most complete assessment of a pupil's potentialities, and to require the evidence of an external examination only in subjects which are directly relevant to the pupil's future studies or career. There will be general agreement with the Examinations Council's recommendations. The pupil's time should not be wholly or even mainly occupied with examination work. A pupil should not be judged by the number of subjects which he has taken in the General Certificate Examination. It will take time for the real character and purpose of the examination to be understood by parents and employers. Dr. Alexander defines it as:

... an examination designed on high standards of attainment for students who intend to pursue further studies in academic fields or further studies associated with professional careers.

The Times defines it briefly as "a passport to the universities, the professions and further education generally." Both definitions clearly limit the examination to grammar (and perhaps technical) schools and further to the minority of students to whom Dr. Alexander refers.

The Modern School.

It is, unfortunately, impossible to reconcile these definitions with the Minister's reference in the House of Commons to the secondary modern school. Mr. F. J. Erroll, M.P., asked the Minister whether the facilities which she had announced, or similar facilities,

would be extended to the boys and girls in secondary modern schools. Miss Horsburgh replied in the affirmative. The new regulations for the General Certificate would affect boys and girls in any secondary school. It would be for the Head of the School to say that he considered that a pupil was able to take the examination before the age of sixteen, and that it was educationally good for him. This new liberty would affect "all schools equally." One can only leave it to the Explanatory Memorandum to explain how this can be true.

There can be no doubt that the wish to set the new examinations beyond the reach of modern schools was allowed to play some part, too great a part, in the 1947 decision.

So states *The Times Educational Supplement*. The relaxation of the required minimum age will not really bring the examination more within the compass of the secondary modern school. Few 'modern' school pupils will be of requisite educational standard before reaching the usual leaving age of fifteen. Will such schools resist the temptation to establish special 'General Certificate' forms of fifteen to sixteen-year-old pupils? If they do, will they at the same time resist the opposite temptation of rigidly excluding from the examination those exceptional pupils whom they might rightly and properly enter in certain subjects. Here is a subject for careful enquiry, study and discussion. The first Hadow Report boldly recommended an external examination for 'modern' schools. The Minister regards these schools as affected by the new decisions equally with the grammar schools. It is not long since the Minister urged local education authorities and governing bodies to do all they could to encourage pupils to remain at such schools until sixteen and even seventeen years of age. Both the teaching and the nursing professions are, of necessity, looking to the 'modern' secondary schools for recruits. All these facts need to be considered in relation to the question of external examinations. Mr. A. B. Clegg, Chief Education Officer for the West Riding of Yorkshire, has not hesitated to recommend that selected classes at modern schools should take the General Certificate examination in certain subjects.

WE notice, with interest, that a committee of the Modern Languages Association advocates the general introduction of a modern language into the curriculum of 'modern' secondary schools. This has, indeed, been advocated in these columns for many years.

"There is no evidence that the learning of a foreign language is beyond the powers of the majority of pupils in secondary modern schools, provided that the language is taught realistically and that interest is aroused."

Hundreds of modern schools have been doing this and doing it successfully for at least a quarter of a century. Most of them have resisted the discouragement which at one time they received from H.M. Inspectors. We would indeed go farther than the report quoted above. There is abundant evidence in continental schools that the learning of a foreign language can begin in what we call the "junior" stage. The Committee has much that is valuable to say about the methods of teaching a second language in modern schools. They would rule out entirely in early stages the use of

printed or written matter. A language can be taught effectively for the first term or even for the first year without a textbook at all. The report, *Modern Languages in the Secondary Modern School*, is published by the Modern Languages Association, 23, Southampton Place, London, W.C.1, and costs 2s. 6d.

Salaries and Wages.

It was announced almost simultaneously that the salaries of teachers in primary and secondary schools were to be increased by £40 for a man and £32 for a woman, and that the Amalgamated Engineering Union was demanding an immediate increase of £105 for every adult male worker. The contrast is remarkable. The announcements followed, too, but very shortly on the total rejection of a claim for higher salaries by local government officers. As the claims of industry are never rejected, here, too, is a striking contrast. The announcement regarding teachers' salaries was, in fact, unfortunately worded. What has happened so far is that the Burnham Committee, after receiving the advice of three independent persons on the propriety of such action, agreed to *recommend* the increases mentioned above. The agreement has to be submitted to the constituent bodies of both the employers' and the employees' panels before ratification by the full Burnham Committee. Even then, the recommendations must be submitted to and approved by the Minister. In 1949, the Association of Education Committees agreed on a procedure in connection with the Burnham Committee. The procedure, of course, related



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solely to negotiations for a new report. The present unprecedented recommendation of an increase within fifteen months of new scales coming into operation, was not envisaged. It was then agreed that all local education committees in membership should be invited to submit their observations and suggestions to the Executive Committee. That Committee would consider them and in the light thereof, formulate their proposals which would then be submitted to a private meeting of the Association. The Executive would be guided by the decisions of that meeting and instruct its Burnham Committee representatives accordingly. It may be assumed that the Authorities' Associations will give most careful private consideration to the new proposals and that the constituent bodies will not approve without consultation with their constituent members.

Boarding Costs.

THE Minister was asked, in the House of Commons last month, if she would introduce legislation to require parents to contribute towards maintenance where children were accommodated in 'special' boarding schools. Miss Horsburgh's reply was that she was not yet ready to introduce legislation. She would, however, consider the proposal when preparing any new bill. It is to be hoped that any such change will not involve a means test. It is anomalous and, indeed, unjustifiable that children should be maintained in any type of boarding school without any contribution from the parent. It should not be impossible to require from all parents whose children are required to be boarders a

nationally agreed maintenance charge, equal to what even the parent of modest means would have to spend on the child's maintenance at home. This concerns normal as well as so-called "handicapped" pupils. In certain cases a local education authority, as stated in Administrative Memorandum 244, "must be responsible for the payment of the full tuition fees and any necessary travelling expenses, and in the case of a pupil who could only attend as a boarder, the full boarding fees also." Here, too, the parent is not asked even to pay to the authority the children's allowance or its equivalent.

School Television

On Monday, May 5th, the B.B.C. broadcast its first television programme for schools, and is continuing to broadcast one programme a day for four weeks.

The programmes will be received in six Middlesex Secondary Schools in which nearly 1,000 children will have an opportunity to view.

The schools have been equipped with apparatus lent free of charge by a number of radio manufacturers.

The purpose of this first experiment is not to test the suitability of the receiving equipment or to reach any conclusion about the desirability of inaugurating a School Television Service. It is to try out a variety of programme techniques and to test their effectiveness for presenting educational material to children viewing in classrooms. This first experiment will prepare the way for a bigger experiment later on, planned to throw light on the wider technical and educational problems.

The programmes will be broadcast daily at 2-10 p.m. None will last more than half-an-hour and none less than twenty minutes. They will be broadcast from Alexandra Palace on a special wave-length with the sound conveyed to the selected schools by land line. Some of the programmes will be intended for children of eleven to thirteen, some for thirteen to fifteen and others for the wider age range of eleven to fifteen. The programmes will deal with such subjects as science, current affairs, travel, aesthetics and the industrial scene, and their production will be a team effort in which the staffs of the Television Service and of the sound School Broadcasting Department will collaborate.

Each day in five of the six schools the reaction of the children will be watched and tested by their teachers and the professional officers of the School Broadcasting Council. In the other school the teachers concerned will be left to use the programmes in their own way and to report the results to the Council.

Public Education in Scotland

The Scottish educational system as it has taken shape after the important legislative and other changes of the post-war years is described in "Public Education in Scotland," a pamphlet produced by the Scottish Education Department.

After a historical introduction, which sketches the development of education in Scotland down to the Act of 1945, the pamphlet describes the functions of the Scottish Education Department and of the local education authorities. Later sections deal with the various forms of primary and secondary education, including nursery schools and special schools for the handicapped; such subjects as school buildings, the school health service, the school meals service, the conveyance of pupils, and bursaries are also covered.

A full account is given of all forms of further education, including technical, adult and informal further education. The concluding chapters deal with the training and superannuation of teachers and with educational expenditure, including the arrangements for Exchequer grants.



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The Economy Cuts and Some Reflections

By JUNIUS

The 'younger end' of those engaged in educational administration must be wondering whether conditions existing as at present are extra-ordinary, or a normal feature associated with a change of Government. If research is made in the files of any educational journal, extending over the last thirty years, an answer will be readily forthcoming. The curve of organic growth has by no means shown a dignified upward movement even in periods affected by a so-called steady process of gradualness. There have been advances on a broad front, followed by intervals of consolidation, short, sharp intensive rushes, to and fro, coinciding with the policy of reversal of the engines; there have been tinkering with the grant formulae and a partial revolution in the re-distribution of administrative power and the result of it all—plus *ça change*, plus *c'est la même chose*!

Part III Days

Before the passing of the 1944 Education Act there were some 316 local education authorities possessing varied degrees of autonomous powers, which they guarded very jealously. Each of these bodies was policy making and each was directly affected by action taken at Government level—the lesser the amount paid in grant, the greater the amount to be met from the rates!

Whenever a government intimated its intention to impose a Block Grant or to cease or modify the payment of grant on superannuation contributions for example, the old Part III Authorities made their presence felt at the meetings of the Association of Education Committees and the Government usually took notice.

Some of the delegates from the large authorities spoke very condescendingly of the tail wagging the dog and sighed for the day when centralization—as far as the Part IIIs were concerned—would come into its own. Other delegates praised the action of the Part IIIs for their solidarity in the cause of education and the Government soon discerned that it was very necessary to exercise the greatest caution and diplomacy in dealing with 316 directly vested interests when proposals to economize or transfer liabilities were the subject of implementation.

Many will remember the stirring occasion when Warren, the Education Officer for Wolverhampton, seconded by Crow, the delegate from West Ham, a picturesque figure in a black frock coat, roused the delegates to such a pitch of enthusiasm as to cause them to defeat the Executive Committee of the A.E.C. on a motion proposed by Sir Percy Jackson dealing with the question of payment of grant on Superannuation Contributions. In those days it was easier to provide facilities than to dispense with them and generally the time factor was halved.

Procedure To-day

The danger of excessive centralization is that the Government can impose a cut which can be spread over a wide area without the people who are directly subject to it, having the machinery to oppose it quickly.

To-day a Government sends out a warning circular and indicates the steps to be taken to ensure economies. The county authorities survey the estimates of their divisional executives and, according to their own policy, reflected somewhat by the political colour, use the axe or the pruning knife, as the case may be.

The proposed reductions are notified to the divisional executives and are considered in detail and possibly objections are taken to some of the reductions or items excised. The county committees are notified and, having

the last word before the Ministry, decide accordingly. The voice of the erstwhile autonomous Part III authority is stilled throughout the land and, although their traditional inheritor, the divisional executive, may bellow or meekly whisper, the voice, whichever it is, may be a voice crying in the wilderness.

Centralization may be made to work quickly on occasions of economy, but at other times progress can be synchronized to the tempo of a slow march. It is feasible to say that had the divisional executives been invested with financial powers for educational expenditure, some of the items selected for cutting would have been indubitably passed over. For example—the excision of an item of £2 for toys for a nursery class, almost compels one to ask whether it is really necessary to sacrifice the happiness of a few infants, in order to pull the country round. Are we actually reduced to the state of having to ban the teddy bear and the doll! There are similar banned items which would hardly require a slight addition to a £5 note. The fears of the old Part III administrators have been fully justified—once the control of finance has been transferred, the best of schemes can be administered out of existence.

Development Plan

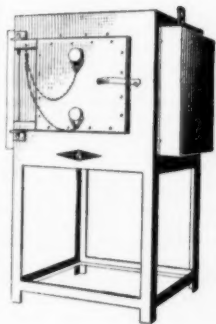
After the close of the 1914-1918 War, there was the same fevered anxiety displayed with regard to the compilation of a Development Plan, as was experienced in 1945. Evening after evening committees met, considered and wrangled, and grandiose schemes emerged into the light of day.

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Utopia was round the corner, at least less than 15 years away, and education was to be the blue-eyed boy of the social services. The plan was like a basket of fruit—as opportunity arose some of the grapes and plums were taken out and the remainder placed in cold storage, where it still remains. All this is happening once more. Some of the projects will have to be carried out because of the incidence of the high birthrate, but some will linger on until the time arrives for another feverish effort.

This spurt and sleep method of progress is the main reason for our patchwork system of education. The old vintage school is featured in the list with the latest model, the old pine desk still shakes and creaks and the galleries, like the stars above, look down and smile at the old boards and easels still furnished with the nail and the tattered piece of string to banish the glare of the sunlight or its daughter representatives, the gas and the lamplight.

Party after party demands a policy of systematic planning and after the plan has been constructed and has excited the admiration of all concerned, the economic blizzard sweeps it aside and finally, it is consigned to the 'land of the might have been', where it remains, a dust-covered monument of a fondly hoped idealism.

Pigeon Holes

It is a common practice in these islands to stage exhibitions at which the public may gauge the extent to which progress has been made in the many and varied fields of social and economic adventure. Presumably, the exhibits afford some idea of the various successes which have been achieved. What is really required is an exhibition of the plans and schemes which have resulted from hours of collective thought and goodwill; an invasion of the drawers, desks and pigeon holes, so that the present generation and, incidentally, posterity, may realize the good intentions of their earnest forbears and be enabled to pronounce judgment on the surplurping of hope and expectancy by expediency masquerading as realism. The science museum contains the models and apparatus of the old-time experimenters, the local museum could easily contain the development plans of an area expressed in model form, featuring the progress, if any, made in a curve of decades. There could, of course, be footnotes explaining the reasons for abandoning or dislocating the planning and no doubt they would be easily forthcoming. All this knowledge would be useful to the social reformer; it would be lasting as a historical record and could be maintained year by year as a guide, a warning and an inspiration.

We are often told that our museums are dead, they live too much in the past. Here will be a scheme which will link the past, present and future, because no local authority can afford to be caught unprepared and the future must be planned, even if the whole of the ideas in the plans are never implemented.

Frills

As soon as the atmosphere begins to smell of economy, some of the old brigade, remembering their own school days of chalk, talk, stick and the three r's, begin to moan about the frills of education. No one will deny the need for thorough instruction in the three r's, the tools of learning, or better still, the skeleton of learning, which needs covering by further learning, otherwise it will remain for ever a skeleton. It is an acknowledged fact that because of the failure of the everlasting grinding at the three r's, other methods have had to be adopted, in order to evoke some chord of response, so these aids to instruction become frills. Again the educationists have in the past been reminded that by the intensive exploitation of machinery the hours of labour would be curtailed and the average individual would have much time on his hands. The economic situation has, perhaps, tended to increase the hours of labour in some industries, but there is still much time for leisure and it is still necessary to encourage all kinds of activities which

will produce participants rather than spectators. And what better places for laying the foundations of arts and crafts than in the schools! Hence, even if the present circumstances compel the authority to reduce their budget, it would be wise to maintain, at the very least, skeleton services so that they will not be forgotten and can be expanded when times become more propitious. To abandon projects which have achieved a tradition or to cut services so as to render them totally unworkable is sheer madness and likely to postpone re-commencement for an unnecessary spate of time.

The underlying principle to be remembered is that the amenities and benefits denied to the children by indiscriminate cutting will pass them by for all time. They may lose the chance of restoring their psychological equilibrium by denying them the 'frills' which have been found so useful and necessary in the cases of others. Every subject, apart from the three r's, has at some time or other been suspected as a frill and possibly the frills of to-day will be the fundamentals of to-morrow.

Conclusion

Someone once discovered that we were living in a 'mechanistic' age. His mind no doubt was influenced by the power and influence of the machine. We have progressed and are now living in a statistical age. We have laid down for us pupil teacher ratios, women's quotas, maximum sizes of classes, *per capita* grants for all kinds of services and materials, and last but not least, a grant formula generally reminiscent of a poll tax. Administration has become a slotted science in which we weigh hairs and count heads. It is hoped that we do not arrive at the position of having to count hairs and thus lose our sense of proportion.

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First-hand accounts of the use made of visual aids in fundamental education in sixteen different areas of the world are given in a Unesco pamphlet, "Visual Aids in Fundamental Education" (H.M.S.O. 10s. 6d.).

The pamphlet consists of a series of articles by experts describing their experiments in the production and use of films and film-strips in under-developed countries where a large proportion of the population is illiterate and where visual aids can help community life, improve conditions of health and hygiene, develop agriculture, crafts and industry, and bring a better understanding of what is happening elsewhere in the world.

The areas covered are: Egypt, Morocco, West and East Africa, Central Africa, the Belgian Congo, Nigeria, the Gold Coast, China, India, Malaya, New Guinea, Italy, Venezuela, Jamaica, and parts of the Southern Region of the United States of America.

"Visual Aids in Fundamental Education" is one of a series of surveys of press, film and radio whose aim is to provide practical information and advice on problems in the field of mass communications, thereby spreading knowledge of the standards being attained and the new methods being evolved.

The Shell-Mex and B.P. Films, "Oil and Industry," "Red Ruin," "Diesel on the Farm" and "Smoke Signals" have been granted certificates of educational value by the Ministry of Education. The first of these deals principally with lubricating oils, "Red Ruin" with the prevention of rust in farm machinery, "Diesel on the Farm" with diesel tractors, and "Smoke Signals" with the care and maintenance of kerosene tractors. It is the policy of Shell-Mex and B.P. Ltd. to sponsor and circulate films for instructional purposes and free of any advertising matter. These films may be borrowed free of charge from any divisional office of the Company.

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TEACHING FOR INTERNATIONAL UNDERSTANDING

"One of the main purposes of any school is to help its pupils eventually to become good citizens and we shall look in vain for a true and creative citizenship in the world of to-morrow unless we determine to lay its foundations in the schools of to-day.

"Teaching for citizenship and international understanding must not be regarded by the teacher as an extraneous duty or a piece of political propaganda. It is, in fact, fundamental to our survival and the teachers' part in it is consequently vital."

This is stated in a pamphlet, "Teaching for International Understanding," issued by the United Kingdom National Commission for Unesco. The pamphlet, which was prepared by Dr. C. F. Strong, is the outcome of extensive studies by a Standing Committee of the Commission of the educational methods and materials that can be used to promote international understanding in primary and secondary schools and in the youth service.

The pamphlet stresses that neither citizenship nor international understanding can be taught in isolation from the normal curriculum and activities of the school but is "something which forms part of the stuff of other subjects and should therefore arise out of them." There is hardly a subject which cannot make its own contribution to this end, although the subjects which lend themselves most readily to this kind of treatment are those with an obvious social or civic content, such as history, geography and science; modern languages; and subjects belonging to the aesthetic side of education like drama, music and the arts.

International understanding cannot, in fact, be taught at all, but an atmosphere conducive to its growth can be created. To do this, two conditions are necessary: firstly, that there is a growing sense of citizenship inherent in the life of the school; secondly that there is an approach to the problem of international understanding through stages beginning with an understanding of the local community, for "it is certain that we shall not produce good citizens of the world unless we have first produced good citizens of the neighbourhood."

It is suggested that civic studies, as such, should not be attempted before about eleven years at which age children move to the secondary stage of education. While junior school children ought to learn about the children of other lands, any direct teaching for international understanding at the primary stage should be discouraged.

At the secondary stage there is a wide range of ability and aptitude in all schools, but teaching for citizenship and international understanding is a need common to all such schools. The youth service, however, presents a problem, yet those elements of youth which are to be found in evening institutes, in classes under part-time day release schemes, and in youth centres and discussion groups offer a great opportunity for a constructive effort in teaching for international understanding, given at least the conditions of qualified leaders and appropriate methods and materials.

The pamphlet points out that teachers hold a key position in the developments advocated and they must form the spearhead of any solid advance on the wide front of education for citizenship and international understanding. Such education should form an integral part of any teacher's training. The role of the youth leader in his own sphere of informal education is no less important than that of the teacher in the more formal atmosphere of the school.

In a foreword to the pamphlet, Miss Florence Horsbrugh, the Minister of Education, states that it is the firm belief of the United Kingdom National Commission that an international organization such as Unesco can only thrive and bear fruit if the member-states of which it is composed both believe in it and are prepared to translate their beliefs

into action. The members of the Standing Committee on Methods and Materials, in producing the document, have demonstrated their willingness to take such action and at the same time have delivered a challenge to teachers of all kinds upon whose attitude the development of understanding in the young, and hence the future of civilization itself, so largely depends.

Organization of the Schools Meals Service

Circular 250 from the Ministry of Education says that the Minister has considered the overhead costs of the school meals service and is convinced that, given the full co-operation of all concerned, there is room for economies without lessening the benefits of the service to the children or making unreasonable demands on the teachers. She therefore asks authorities to undertake immediately a review of the organization and working of the service in their areas with this object.

On the subject of Under-capacity working, the Circular says that before the issue of Circular 240 on 5th October last, the planning of dining arrangements was based on the assumption that meals would soon be free and that about 75 per cent. of the children would be taking them. Authorities were asked in Circular 240 no longer to plan canteen provision on this assumption, but to assume that the charge to the parents would not be reduced in the foreseeable future.

The result of planning for some years for a 75 per cent. demand is that the kitchen capacity in some areas is in excess, sometimes much in excess, of present demand and where such surplus capacity exists, steps should be taken forthwith to reduce it to a level consistent with the guidance given in paragraphs 10-15 of Circular 240 about the basis for estimating probable demand.

It is added however that Authorities are not asked to make economies which would be nullified by increased transport or other costs. Moreover, where economies can be made only as the result of initial expenditure, they should be made only if there would be a net saving during the next three or four years.

Other suggestions are made with regard to joint use of kitchens by neighbouring schools where arrangements can be made for suitable and economical transport of meals from one kitchen to other schools.

In Circular 97 a general indication was given of the number of staff needed for effective supervision in dining rooms, but it is pointed out in some areas these suggestions are being too inflexibly applied.

The Minister does not wish authorities to depart from the general principles laid down in Circular 97; indeed, she is convinced that those principles must continue to be the basis of an efficient service, but authorities are urged to review their arrangements for mid-day supervision and to apply the suggestions made in Circular 97 with great flexibility and with more regard to the special circumstances of each school.

Noting that attendance at holiday meals and Saturday meals is generally small and irregular, Circular 250 says, that unless the need for such meals in a particular district is clear, and the authority are satisfied that the results achieved are commensurate with the cost, they should be stopped.

Concluding, the Circular says the Minister is sure that she will have the full co-operation of authorities and teachers in bringing into effect all possible economies without delay. Authorities are asked to take the matter in hand immediately and to inform the Minister what action has been taken, and what further action is proposed, not later than the 30th June next.

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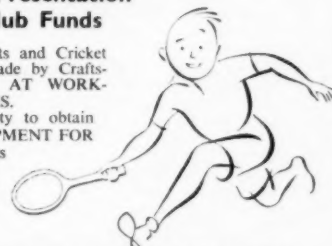
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the strip which tells us all we ought to know about the subject. 29 frames.

No. 6003—Hill Sheep Farming.

A straightforward strip dealing with sheep farming in N.W. England as a contrast to farming in the flatter regions of the south. Frames depict various breeds of sheep and rams, bringing down the sheep, lambing scenes, dipping, clipping, sorting pens and a hunting scene. The year's work is well brought out in the 34 frames which are amply described in the script.

No. 5007—Happy Venture—Strip 1—Introductory Book.

No. 5012—Happy Venture—Strip 2—Book 1.

Among the steadily increasing flow of well-produced film strips it is always gratifying to find some which strike a new note. These reading strips are the first of their kind, and are based upon the well-known "Happy Venture Readers" by Professor F. J. Schonell and produced in collaboration with Oliver and Boyd. Teachers already using the books will find these strips invaluable for the backward readers. Strip 1 deals with the Introductory Book and has three sections with sufficient blanks to enable the strip to be cut if desired. The first section has 24 pictures of characters and scenes for discussion; the second has the entire text in frames with the pictures; the third has 43 frames with one word on each for "flash" purposes. Strip 2 contains the entire text and pictures from Book 1 and all the new words as flashes. The text in Strip 1 is in plain sans-serif and in Strip 2 in Roman. In both cases the type is in white letters on a black background. This we find will show quite clearly in bright daylight when the screen is placed in front of the window or elsewhere so as to have the minimum of light falling upon it. For schools where these readers are not in use the strips will form a valuable addition to the reading material in times when economy is the order of the day.

No. 6008—Kim.

No. 6038—Les Misérables.

No. 6065—The Lady with a Lamp.

Another three excellent strips in the very welcome "Stills from the Films" Series. The strip on Kim will make a splendid introduction to the works of Rudyard Kipling for there is much in it to whet the appetite of the many children who thirst for adventure stories, and we are confident that after seeing the strip the book will be in great demand. 22 frames.

"Les Misérables" is made up of stills from the Italian version. Many chapters of the book have necessarily been omitted but the continuity of the story is unbroken and the characters of Jean Valjean and Javert are very well brought out in the 31 frames.

"The Lady with a Lamp" is in colour. Three maps are included to provide an authentic background to the Crimean War. The strip cannot fail to impress the children with the life work of one of our best known historical personages. Florence Nightingale's courage, determination and forethought are all convincingly shown in the film. 23 frames.

No. 6014—New Testament Times.

No. 6019—Behold the Man.

The aim of the first strip has been to provide a Teaching Aid for lessons on the Gospels with special reference to children of the 7—10 age group. In teaching the Gospel story there are many references to the Synagogue, the City Gate, the well, the Carpenter's Shop and the Eastern House. By providing pictures of these from accurately constructed models the child is given a clearer idea of the background history of the period. The 20 frames in colour are intended for use singly as required, each illustrating some special Bible reference.

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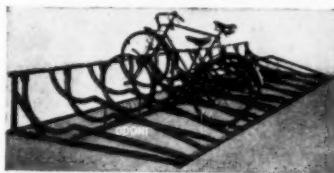
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"Behold the Man" consists of stills from the beautiful film of the Westminster Passion Play produced by Philomena Film Productions, Limited. The strip is concerned with events just previous to the Lord's Supper, the Supper itself, the betrayal, trial and crucifixion. Notes consist of descriptive passages from the four Gospels taken from both the Douay Version and the Revised Version. 20 frames in colour.

No. 6013 - A Broadcast in the Making.

A valuable addition to Social Studies, showing clearly how a broadcast is prepared, and in simple language the technical processes by which it reaches the listener. The programme chosen is "Paul Temple" and part 1 traces the making of the broadcast from handing over the script to the time the programme goes on the air; producer and operators, effects equipment and sound effects or music records for background noises difficult to produce in the studio, continuity announcer and control panel. Part 2 draws the child's attention to the scientific side in a non-technical manner, giving views of the control room and transmitters. 28 frames.

No. 6005 - South Africa - Strip 2 - Interior Grasslands.

No. 6015 - Australia - Strip 4 - Swanland and South Australia.

No. 6017 - The Geography of Chile.

Three very useful strips with excellent photographs.

No. 6005 deals with Basutoland, Orange Free State and most of Transvaal—the grassland area known as the veld. Frames show pictures of the countryside, agriculture, gold mining, other minerals, towns and people. 42 frames, including 6 maps.

No. 6015 attempts a pictorial survey of the main geographical features of the S.W. Western Australia and the Southern portion of South Australia. Relief, climate, agriculture and industry are featured in the 36 frames which include 5 maps.

No. 6017. By reason of its great length Chile offers an unusually great range of geographical contrasts so this strip provides an excellent study of four major climatic conditions within one political boundary, and as such should be useful material for the General Certificate Examination. After dealing with the position and physical and regional bases, the four regions are separated as desert and forest areas and Mediterranean and Atlantic Chile. 53 frames.

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These strips are distributed by Educational Productions, Limited at 12s. 6d. each.

Timber - from Forest to House.

A very suitable strip for introducing the subject of lumbering to Primary School Children. Tree felling, transport of logs by sledge and river, polers at work, logs going to the mill, sawing and distribution are all included in the 23 frames.

Great Lakes Shipping.

The strip gives three maps to show the position of the lakes within North America and details of the lakes themselves. The development of the shipping from the

birch-bark canoe to the modern steamboat is next dealt with, and the major portion of the strip shows excellent photographs of the loading and unloading of various cargoes, especially coal, grain and wood pulp. The strip concludes with some novel shots to show various occupations of the crew. 49 frames.

From the Ground Up.

This is the story of the coal miner introduced in a novel way. Mr. and Mrs. Simpson and their son and daughter are travelling in a railway carriage when Allen asks his father how coal is obtained. Father then makes drawings to illustrate the origin of coal and the narrative continues with alternate pictures of the miner and the railway carriage conversation. All the important aspects of the miner's work are well covered and the concluding frames deal with the welfare work in a mining town. An interesting and informative strip of 64 frames, very suitable for the 9-11 age group.

Opening of Apsley House

The Minister of Education announces that it has now been decided to open Apsley House to the public as soon as the necessary preparations can be completed. The installation of the Collection will take some weeks, but it is expected that the opening ceremony will take place before the end of the Summer. The Collection comprises the personal possessions of the first Duke of Wellington and includes a magnificent group of Old Masters (there are four Velazquez, a Rubens, a Correggio, etc.), porcelain and silver services presented to the Duke, snuff-boxes and orders and the complete setting of the famous Waterloo banquet. The house and its contents were presented to the Nation by the present Duke.

Youth Libraries

At the Annual Conference of the Library Association Miss Eileen Colwell gave an address on "The Youth Libraries Section: Five Years of Progress."

The origin of this section, she said, was the formation in 1937 of the Association of Children's Libraries. The Association managed to keep going through the war and in 1945 it had sufficiently well-established itself to apply to become a section of the Library Association. It was not however till 1947 that this request was granted, and an inaugural meeting was held that year at Brighton. Since then much progress had been made, and they now had a membership of over 600, with two branches, one in Scotland and the other in the North-West.

Details of more than 38,000 scholarships in many countries are given in an international handbook, "Study Abroad," published by Unesco (H.M. Stationery Office, price 7s. 6d. net). The handbook lists fellowships, scholarships, travel grants and opportunities for on-the-job and apprenticeship training offered by sixty countries, including the U.K. Details are given of the subject of study of the award, where it is tenable, its value, duration and where application should be made.

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BOOK NOTES

The Educability of Cerebral Palsied Children, by M. L. Dunsdon, M.A. (Newnes, £1 1s. 6d. net.)

This record of a piece of most thorough research among a group of particularly difficult "subjects" must, of course, be of direct concern to a comparatively small number of specialists only—those teachers, medical practitioners and administrators in whose care brain-injured children are placed. But the amount of care and labour devoted by the National Foundation's research officer was well spent. She has established reliable standards of what can and cannot be expected of children afflicted in differing degrees by the various forms of cerebral palsy. The emphasis throughout is on devising means by which these children may be led to the fullest use of such powers as they possess. Nothing but disappointment to the teacher and further frustration to the taught can come from striving to achieve a high degree of proficiency in normal school subjects among the more severely handicapped children. For many of these the laborious and often quite fruitless effort expended might well be put to better use in training them in occupation, which would continue to afford them satisfaction when they left school. There is much useful advice, too, for the parents of these children, although the scientific approach to the subject is inevitable in a piece of research of this kind places the book itself beyond the grasp of the average parent. They are warned not to expect too much, so avoiding disappointment, but to train the child in self-help so far as is possible, so that he may feel himself a useful member of the community instead of a burden. In

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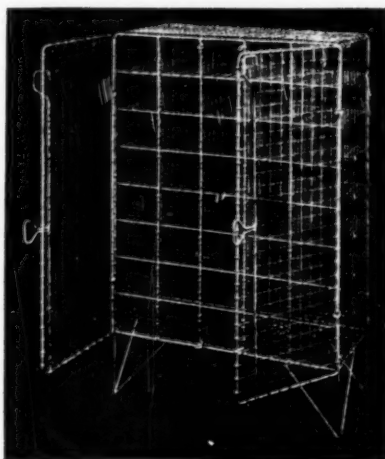
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studying these pages one is moved anew by admiration for those who devote their working lives to the care and training of handicapped children in our special schools.

Watkins Shaw: Music in the Primary School. (Dennis Dobson, Ltd.; 7s. 6d.)

Mr. Shaw, who is Senior Lecturer in Music at the City of Worcester Training College, has written a book which should prove a real help to teachers. It is a tribute to the enthusiasm which shines so clearly through his pages that we imagine no praise would please him better than this bald statement. In a comprehensive discussion of the kinds of music possible in the primary school, he emphasizes the importance of effort and work, not in opposition to enjoyment, but as an essential part of enjoyment. The practical hints on classroom procedure will be found particularly valuable by the young teacher, but even experienced teachers are likely to find something of value in these suggestions. Mr. Shaw belongs to no "school of thought" which finds salvation in any one method. He believes that everything should be attempted which the teacher believes possible in his or her circumstances, and attempted carefully, thoroughly, with a controlled enthusiasm and a sane realization of the limitations as well as the merits of every system. His sensible and clearly written guide can be very cordially recommended.—E.J.B.

George Stratton and Alan Frank: The Playing of Chamber Music. (Dennis Dobson, Ltd.; 6s.)

Chamber music is at once the delight of the amateur and of the most highly skilled professional. And that is no matter for surprise when one remembers the vast quantity of great and lovely music written for chamber music combinations. This book does not set out to praise chamber music or to consider it historically or philosophically. It has a humbler and more practical aim. After setting out what the authors call "axioms" on "thinking chamber-musically," detailed consideration is given to the playing of three quartets (Mozart in C major, K. 465; Beethoven, Op. 59, No. 3 in C major; Debussy, Op. 10 in G minor). These are technical hints from very experienced players, of special value to practising musicians, of course, but not without interest to careful listeners. The book appeals to a small audience; but a keen and valuable part of our musical life.—E.J.B.

Visual Science. Books 1—4. (Max Parrish; 3s. 6d. net each book.)

The centuries-old tradition in education that the principal medium of instruction must be the written or printed word dies hard, so that a complete course in science for the age range 9—15 which depends almost entirely on pictorial representation still comes as something of a shock. With many teachers the first reaction will be one of suspicion, if not of incredulity. Can a series of simplified pictorial charts accompanied by questionnaires, however thought-provoking, and an occasional note do the work of the more conventional text-book? Before giving an answer sceptics might well ask themselves what is the aim of a text-book and then examine this interesting new approach to the problem of instruction in primary and non-academic

secondary schools in the light of the answers they give to that question.

The first two books, though concerned mainly with Nature Study, are able through the clarity of the visual approach, to include inanimate as well as animate nature, a beginning being made with the study of heat, light, sound, the water cycle and climate. The next four books (the first two of which have appeared), *Science in the Home*, *Plants and Animals*, *Moving About*, and *Machines which Work for Man*, select topics from everyday phenomena, grouped round a general theme, and stress knowledge which will be of practical use in later life. The Isotype technique of simplified diagrams, pruned of all irrelevances, is here used with conspicuous imagination and its employment in book form has the advantage over the film strip frame that it is handier and can be kept longer in front of the pupil as the basis of oral or written questions. An interesting experiment in up-to-date teaching methods. The Teacher's Books (one for the primary, one for the secondary course) are full of stimulating ideas and suggestions.

Research Review. The Research Publication of the University of Durham Institute of Education. (University of London Press; 5s. net.)

The function of a regional Institute of Education must be twofold: to facilitate and promote research on the particular educational problems of its district and to further the wider study of education generally. The second issue of *Research Review* is evenly divided between these two fields. Documents relating to educational history in the north-east and an account of the early history of elementary education on Tyneside are not likely to have much interest outside the area, to which they relate, but the article on differentiation of ability in primary school-children and a most interesting account of the educational system propounded by the Czech thinker Comenius should have a wider appeal. The high standard set by the first issue is well maintained.

A Bibliography for the Use of Teachers of Religious Knowledge. Third Edition. (Institute of Christian Education; 2s. 6d. net.)

There are many teachers to whom the "scripture" period presents both a problem and a challenge. Not deeply religious themselves, they nevertheless feel strongly the responsibility of presenting the tenets and background of the Christian faith fairly to a generation who are the heirs to a civilization based largely on that faith. Concerned at their own inadequacy, revealed by a perusal of the necessarily brief "agreed syllabus" approved by their local authority, they feel the need of further information and guidance. To such, as well as to those whose background of Christian knowledge is wider, this selected bibliography of books available on the various religious topics has already proved of assistance. The third revised edition brings the list up-to-date.

A General Certificate French Reader, by A. L. Carré. (University of London Press; 4s. net.)

In these days when the fashion in modern language textbooks favours elaborate machinery and complicated lesson patterns, it is refreshing to come upon a straightforward class-book with a limited but clearly defined aim, written

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by an experienced teacher who obviously knows what he is at and what his pupils can be expected to do. This admirable reader consists of thirty-three chapters each containing a well chosen extract within the range of G.C.E. Ordinary students, followed by a comprehension questionnaire and grammar exercises (in French), a dictation passage and a "theme" for re-translation. There are explanatory footnotes to the texts, a list of irregular verbs and a full easy reference vocabulary. A group with a fair grounding working steadily through this book, a chapter a week, should not find the G.C.E. Ordinary paper presenting serious difficulty. If the selection of extracts leans more towards the established classics of the past rather than towards the moderns, it may be said in defence that so do the majority of examiners in whose hands the fate of the book's prospective users will lie.

Standardized French Grammar and Vocabulary Tests, by T. S. Percival, B.A., M.Ed. (University of London Press, 2d. per copy, 1s. 9d. per doz.) Prepared under the auspices of the Department of Educational Research of Durham University.

It will come as no shock to the test-hardened grammar school pupil when he is confronted with yet another set of the familiar little booklets, although he may consider that carrying this business into the French lesson is scarcely playing the game. English, arithmetic and intelligence tests—yes. He is familiar enough with these from months (or even years) of more or less surreptitious coaching, culminating in the great field-day that landed him in the grammar school. But why French? Others, including many modern language teachers, may be inclined to ask the same question. Is all this elaborate machinery, with its long tables of percentile ranks and standardized scores, really necessary to discover whether a lad has learnt the words in his vocabulary book as well as his neighbour has done, or mastered as thoroughly as he ought the grammar you have belaboured on the board? Doubtless, there exists the type of statistical mind to which all this abracadabra will appeal, but the majority of teachers find their hands fully enough occupied with correcting normal exercises without spending precious hours in discovering what a short-answer test marked in class would tell them equally well. Educational research is an excellent thing if it improves the standard of teaching, but if it merely ties us to the tail of the American statistical band-wagon, we had been better without it.—C.

Cost of Education in Northern Ireland

This year Northern Ireland will spend over £6,500,000 on education. Included in this is a sum of £570,000 for Grammar Schools as compared with £31,000 in 1947/48 before the passing of the present Education Act.

This year University Scholarships are expected to cost £110,000 as compared with £10,000 in 1947/48, and expenditure on the training of teachers will amount to £260,000 compared with £50,000 in 1947/48.

Free books and class materials will this year cost £270,000 whereas in 1947/48 practically no money was spent on this service.

Mr. Evan T. Davis, C.B.E., former chief education officer for West Sussex, was elected to the West Sussex County Council last month.

MISCELLANY

In **Circular 250** the Ministry suggest the stoppage of school meals on Saturdays and during holidays in view of the small and irregular attendance. Leicester Education Committee are making arrangements for the children to have a mid-day meal at those times at a civic restaurant.

A full and comprehensive new catalogue of Filmstrips has been published by Common Ground, Ltd., Sydney Place, London, S.W.7. Included are eight pages of useful general information about filmstrips, and following a full 40 page list is a complete subject index. Copies from Common Ground at above address.

A private limited company, Techovo, Ltd., with shares held by the staff and students, has been incorporated to run the poultry holding set up at Thanet (Kent) Technical College to supply eggs for the catering courses.

Owing to recent Government economies, Grimsby Education Committee have decided for the time being not to grant a request for a grant of £100 towards the cost of equipment to be used by the local Air Training Corps.

Mr. P. W. Martin, Administrative Assistant for Primary and Secondary Education, Brighton, has been appointed Head Master of the Chipping Norton Grammar School.

Lettings of School Halls to organizations, other than educational, who propose to make a charge for admission are not approved under the new letting regulations of the East Sussex Education Committee.

A series of courses in physical education has been planned by the Central Council for Physical Recreation at their centre at Lilleshall in Shropshire. The first of these courses commences on July 26th and they continue until August 30th, covering a wide range of subjects for men and women. Further particulars and forms of application may be obtained from the General Secretary, C.C.P.R., 6, Bedford Square, W.C.1.

Bolton Education Committee have accepted an offer by the Chief Constable to provide lectures to children by members of the police force on Road Safety.

The national conference of Councils of Youth passed a resolution, at their final session at Kirkby, Liverpool last month, recommending the National Association of Youth Service Officers to take steps to promote and establish regional councils of youth throughout the country.

Middlesex Education Committee at its April meeting paid tribute to the services of Mr. T. B. Wheeler, who has retired from the post of chief education officer for the county. Mr. Wheeler became divisional organizing officer for the western districts of Middlesex in July, 1919, after teaching experience at Dover County School and war service in the Royal Artillery. He was appointed assistant secretary for elementary education in 1923 and deputy secretary in 1929. He has been chief education officer and secretary of the education committee since October, 1945. Mr. Wheeler's successor is Dr. C. E. Gurr, one of the County's Assistant Education Officers.

Six hundred thousand new classrooms must be built within the next five years if the United States is to avoid a serious crisis in its school building programme, Dr. Earl J. McGrath, United States Commissioner of Education told the American Association of School Administrators at its convention in Boston last month.

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Applicants should submit copies of testimonials to the Secretary of the Council, St. James's School (West Malvern), Ltd., 185, West Malvern Road, West Malvern, Worcestershire. Interviews can be arranged at Malvern or in London.

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T. W. P. GOLBY, Director of Education, County Offices, Sleaford, Lincs.

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The fourth annual SUMMER SCHOOL ON WOOL for school teachers, arranged by the Department of Education of the INTERNATIONAL WOOL SECRETARIAT, will be held at the QUEEN'S UNIVERSITY OF BELFAST, from Monday, August 11th, to Friday, August 15th, inclusive, 1952.

The programme will include lectures on:
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FEE: non-resident, 10s. 6d.; resident (from Sunday, August 10th), £6 16s. 6d., inclusive.

Teachers should write for further details and forms of application to Raymond Keys, B.A., Director of Education, International Wool Secretariat, Dorland House, 18, 20, Regent Street, S.W.1.

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